



ASSESSMENT OF IMPLEMENTATION OF THE CONTINUOUS ASSESSMENT GUIDELINES BY BUSINESS EDUCATION TEACHERS IN AWKA NORTH LGA OF ANAMBRA STATE

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Abstract

The main purpose of the study was to assess the extent of the implementation of the continuous assessment guidelines by business teachers in Awka North LGA of Anambra State. Three research questions guided the study and three hypotheses were tested at 0.05 level of significance. The study was a descriptive survey. The population of the study comprised 86 business teachers teaching in government owned secondary schools in Awka North LGA of Anambra State. A validated structured questionnaire was used for data collection. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The hypotheses were tested with t-test statistics. The findings of the study revealed that business teachers' occasionally implemented the continuous assessment guidelines relating to administering tests and other instruments, scoring, grading and weighing as well as keeping record of students' performance. The findings of the study further revealed that gender did not influence the opinion of business teachers on the extent the implemented the continuous assessment guidelines in Awka North LGA of Anambra State. Based on the findings of the study, it was recommended among others that Policy makers should revisit and strengthen the provisions concerning test construction, interpretation of tests and method of determining the quality of test items. It was also recommended that government through the Ministry of Education and the Post Primary School Service Commission (PPSSC) should consistently organize seminars, workshops and conferences to train and retrain business teachers on the best practices of CA

Introduction

One of the functions of a school is the certification of the individual learner under its embrace. It is in this regard that Alayafi (2017) opined that for schools to effectively carry out this role, assessment of one kind or the other is needed. Ahukanna, Onu and Ukah (2010) noted that assessment provides the necessary feedback education practitioners require to maximize the outcome of educational efforts. Ahukanna,



Onu and Ukah further viewed assessment as a part of students learning. In his view, Adekeye (2011) defined assessment as a means whereby the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners. Bennett (2011) further noted that assessment involves the deliberate effort of the teacher to measure the effect of the instructional process as well as the overall effect of school learning on the behaviour of students.

Mwebaza (2016) believed that assessment is a process that is very essential or indispensable and a “sine qua non” in education. Mwebaza (2016) asserted that assessment in education as a process involves a series of interrelated activities such as stating objectives for the activity, generating needed information (data) by use of testing and non-testing techniques then analyzing the data and finally making judgment and decision. Mwebaza (2016) noted that the testing techniques are the use of examinations/tests. The non-testing techniques make use of observations, interviews, rating scales, questionnaires, portfolios, exhibitions, class discussions, students' self-assessments, projects, assignments, home work etc. Hence, assessment covers all aspects of school experience both within and outside the classroom. It covers the cognitive as well as the affective and psychomotor aspects of learning.

In Nigeria, educational planners and administrators in general and the business education/studies in particular are now more conscious than ever before of their role in the nationwide scheme of curriculum innovation. Not only have new business subjects been introduced and new contents injected into existing subjects, a fundamental change in the system of assessment of students' performance has also emerged through the formalisation of continuous assessment as a major component of evaluation process (Abejehu, 2016). In order to evaluate the new educational system, one policy that cuts across all educational levels throughout Nigeria is that on continuous assessment. According to the Federal Government of Nigeria (2013), educational assessment and evaluation shall be liberalised by their being based in whole or in part on continuous assessment of the progress of the individual. It further stated that the entrance examination scores for students into junior secondary schools would incorporate headmistress's continuous assessment records. Hence, the repeated emphasis being placed on continuous assessment is a clear evidence of its importance.

Ezewu and Okoye (2011) defined continuous assessment as a systematic and objective process of determining the extent of a student's performance in all the



expected changes in his behaviour, from the day he enters upon a course of study and a judicious accumulation of all pieces of information derived from this purpose with a view to using them to guide and shape the student and to serve as basis for making important decisions about the child. In other words, Ezewu and Okoye (2011) posited that continuous assessment should be objective, systematic, comprehensive, cumulative and guidance oriented. It is also a method of using the recorded performances of each student to help him or her improve on his or her achievement through the guidance of the teachers in general and the business teachers in particular. Alayafi (2017) opined that continuous assessment is systematic in the sense that it is planned, graded to suit the age and experience of the children and is given at suitable intervals during the school year. Alayafi (2017) further alluded that appropriate timing saves students from being tested to death or becoming bored with too frequent assessments. Mwebaza (2016) noted that comprehensiveness of continuous assessment means that it is not focused on academic skills alone. It embraces the cognitive, the psychomotor and the affective domains.

According to Ude in Adekeye (2011), the Federal Ministry of Education outlined major provisions of continuous assessment in her handbook on continuous assessment as guidelines which teachers must carry out for proper implementation of continuous assessment. These continuous guidelines are in the area of administration of tests and other instruments/techniques, scoring, grading, weighting, record keeping and reporting. A Supervisory report available at headquarters of Post Primary School Services Commission (PPSSC), Anambra State, 2014 revealed that teachers related factors are the major contributors to poor students' performance. This made researchers like Adekeye (2011) to opined that this shows that teachers do not seem to properly implement continuous assessment guidelines in secondary schools. However, the extent to which this is true demands an empirical investigation such as this one. This study therefore assessed the implementation of the continuous assessment guidelines by business teachers in Awka North Local Government Area of Anambra State.

Statement of the Problem

The attainment of the objective of the Federal Government of Nigeria (FGN) (2013) national policy on education on business studies assessment and evaluation can only be achieved by proper implementation of the provisions of assessment guidelines by the business teachers. Unfortunately, most business teachers in secondary schools in Awka North LGA, Anambra State do not seem to implement the assessment



guidelines provisions, resulting in the inability of the teachers to get appropriate cumulative record of the students' performance. These also result in their inability to provide accurate feedbacks to the school authority, students and parents on the true performance of their students. The problem of this study is that business teachers in Awka North LGA do not effectively assess students; this has resulted in poor academic performances of secondary school students' in external examination in the LGA. There seem to be no clear evidence of the major causes of their failure but actual observations indicate that the business teachers do not seem to adequately implement the provisions of the assessment guidelines in their teaching. However, the extent to which this is correct can only be established through an empirical study as intended by the researcher.

Research Questions

The following research questions guided the study.

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to administering tests and other instruments?

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to scoring, grading and weighing?

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance?

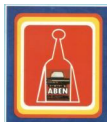
Hypotheses

The following hypotheses were tested at 0.05 level of significance.

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they administer tests and other instruments in continuous assessment.

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they complied with the continuous assessment guidelines relating to scoring, grading and weighing.

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance.



Method

The study was a descriptive survey. The population of the study comprised 86 business teachers teaching in government owned secondary schools in Awka North LGA of Anambra State. A validated structured questionnaire was used for data collection. The questionnaire was structured on a five point response categories of Very Often (VO), Often (OF), Occasionally (O), Rarely (R) and Never (N). To establish the reliability of the instrument, it was administered on 10 business teachers in Enugu Metropolis, Enugu State who were not included in the population of the study. The Cronbach Alpha reliability method on the obtained data yielded a score of 0.87 for internal consistency which was deemed high for the study. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The null hypotheses were tested with t-test at 0.05 level of significance.

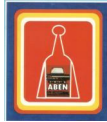
Results

Research Question 1

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to administering tests and other instruments?

Table 1: Respondents Mean Rating on the Extent of Compliance with the Continuous Assessment Guidelines relating to Administration of Tests and other Instruments

S/N	Items on Administration of test and other Instruments	Mean	SD	Remarks
1.	Prepare tests for individual class or Classes	4.50	0.74	Very Often
2.	Use various instruments e.g. assignments, summaries and projects in assessing students	4.21	0.73	Often
3.	Follow the time-table for assessment prepared by the CA committee on assessment	3.11	0.76	Occasionally
4.	Use maps, sketches, pictures, films while teaching	3.20	0.81	Occasionally
5.	Specify the test date and time in the grade book	2.45	0.70	Occasionally
6.	Develop instrument for CA through cooperative development among schools in the zones.	1.60	0.81	Rarely
7.	Ensure that tests strength progresses as lesson progress	1.57	0.74	Rarely
8.	Give students feedback on their test Scores	3.57	0.72	Often
9.	Ensure that students do the corrections given on them	3.23	0.84	Occasionally
Cluster mean		3.05		Occasionally



Data in Table 1 reveals that business teachers very often implemented item 1 relating to administering tests and other instruments with mean rating of 4.50. They often implemented tem 2 and 8 with mean ratings of 4.21 and 3.57. However, the occasionally implemented items 3, 4, 5 and 9 with mean ratings of 3.11, 3.20, 3.45 and 3.23 while they rarely implemented items 6 and 7 with mean ratings of 1.60 and 1.57. The cluster mean of 3.05 indicates that the respondents' occasionally implemented the continuous assessment guidelines relating to administering tests and other instruments.

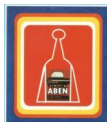
Research Question 2

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to scoring, grading and weighting?

Table 2: Respondents Mean Rating on the Extent of Compliance with the Continuous Assessment Guidelines relating to Scoring, Grading and Weighing

S/N	Items on scoring, grading and Weighting	Mean	SD	Remarks
10.	Collect raw scores in your school	4.63	0.81	Very Often
11.	Follow score range of zero to one hundred percent (0-100%)	4.53	0.84	Very Often
12.	Report only the raw score e.g. the students report card might contain the entry "Business Studies" 70%	4.12	0.82	Often
13.	Use score scaling for the interpretation of test performance	2.20	0.78	Rarely
14.	Ensure that the scales such as percentile ranks, standard scores are used	2.34	0.76	Rarely
15.	Use T-score for the interpretation of test performance.	1.53	0.77	Rarely
16.	Use weighing to reflect the superior performance of students in various tests	3.50	0.93	Often
17.	Weight progressively e.g. 5% test leads to another instrument of 10% and so on.	3.57	0.72	Often
18.	Project, mid-term test and other assignments are summed up under 2nd summary which carried 20%	3.23	0.84	Occasionally
19.	Final exam carries 70% total of 1st test, project, assignments and final exam is 100%	4.75	0.85	Very Often
Cluster mean		3.44		Occasionally

Data in Table 2 reveals that business teachers' very often implemented items 10, 11 and 19 relating to scoring, grading and weighting with mean ratings of 4.63, 4.53 and 4.75. They often implemented tem 12, 16 and 17 with mean ratings of 4.21 and 3.57. However, the occasionally implemented item 18 with mean ratings of 3.23 while they rarely implemented items 13, 14 and 15 with mean ratings of 1.60 and 1.57. The cluster mean of 3.44 indicates that the respondents' occasionally implemented the continuous assessment guidelines relating to scoring, grading and weighting.



Research Question 3

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance?

Table 3: Respondents Mean Rating on the Extent of Compliance with the Continuous Assessment Guidelines relating to Record Keeping and Reporting of Students' Performance

S/N	Items on record keeping and reporting of students performance:	Mean	SD	Remarks
20.	Copy scheme of work in the diary	3.95	0.78	Often
21.	Enter the list of books used in business studies in the diary at the beginning of the year.	2.45	0.74	Rarely
22.	Record actual works carried out in the diary weekly	3.35	0.85	Occasionally
23.	Examination results are carefully recorded in the cumulative folder at the end of each term.	3.10	0.76	Occasionally
24.	Summarize students' progress in the grade books at least two times in a term.	2.20	0.71	Rarely
25.	Terminal progress report on academic grades in social development are entered in the grade book accordingly	1.89	0.80	Rarely
26.	Students' transcripts or the report sheets are made ready for collection by parents and guardians immediately the school closes.	2.60	0.79	Occasionally
27.	The end of the term examination scores are neatly recorded in the grade book	3.57	0.72	Often
28.	Allow parents to compare the result in the student's report book with the mark in your grade book.	3.40	0.82	Occasionally
29.	Scores given on social and physical development activities actually reflect exactly what students are	3.22	0.71	Occasionally
Cluster mean		2.51		Occasionally

Data in Table 3 reveals that business teachers' often implemented item 20 and 27, relating to record keeping and reporting of students' performance with mean ratings of 3.95 and 3.57. They occasionally implemented items 21, 22, 23, 26, 28 and 29 with mean ratings ranging from 2.45 to 3.40 while they rarely implemented items 21, 24 and 25 with mean ratings ranging from 2.45 to 3.40. The cluster mean of 3.44 indicates that the respondents' occasionally implemented the continuous assessment guidelines relating to scoring, grading and weighting.

Hypothesis 1

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they administer tests and other instruments in continuous assessment.

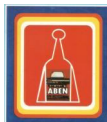


Table 4: *t-test Analysis of Male and Female Respondents' Mean Ratings on the extent they Administer Tests and other Instruments in Continuous Assessment*

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Male teachers	34	3.20	0.78	84	0.05	0.91	1.96	Not Significant
Female teachers	52	3.11	0.85					

Data in Table 4 show that the calculated t-value of 0.91 at 84 degree of freedom and at 0.05 level of significance is less than the critical t-value of 1.96. This shows that the gender of the respondents did not significantly influence the extent they administer tests and other instruments in continuous assessment in Awka North LGA of Anambra State. Therefore, the hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they complied with the continuous assessment guidelines relating to scoring, grading and weighting.

Table 5: *t-test Analysis of Male and Female Respondents' Mean Ratings on the extent they complied with the Continuous Assessment Guidelines Relating to Scoring, Grading And Weighting*

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Male teachers	34	2.80	0.89	84	0.05	1.11	1.96	Not Significant
Female teachers	52	3.07	0.85					

Data in Table 5 show that the calculated t-value of 1.11 at 84 degree of freedom and at 0.05 level of significance is less than the critical t-value of 1.96. This shows that the gender of the respondents did not significantly influence the extent they complied with the continuous assessment guidelines relating to scoring, grading and weighting in Awka North LGA of Anambra State. Therefore, the hypothesis is accepted.

Hypothesis 3

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance.

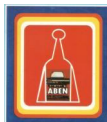


Table 6: *t*-test Analysis of Male and Female Respondents' Mean Ratings on the extent they complied with the Continuous Assessment Guidelines relating to Record Keeping and Reporting Of Students' performance

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Male teachers	34	2.31	0.82	84	0.05	0.86	1.96	Not Significant
Female teachers	52	2.78	0.80					

Data in Table 6 show that the calculated *t*-value of 0.86 at 84 degree of freedom and at 0.05 level of significance is less than the critical *t*-value of 1.96. This shows that the gender of the respondents did not significantly influence the extent they complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance in Awka North LGA of Anambra State. Therefore, the hypothesis is accepted.

Discussion

Findings in research question one indicated that business teachers' occasionally implemented the continuous assessment guidelines relating to administering tests and other instruments. This is in line with Mkimbili and Kitta (2019) who found that there were variability in the administration of tests and other instruments of teachers. According to Muoghalu this seems to have affected the validity of continuous assessment in subjects like business studies in secondary schools in Awka North of Anambra State. Findings also revealed that gender did not influence the mean ratings of the respondents on the extent they implemented test and other instruments relating to continuous assessment.

Findings in research question two indicated that business teachers' occasionally implemented the continuous assessment guidelines relating to scoring, grading and weighing. This is in line with Ude (2005) who found that business teachers in Anambra State occasionally implemented scoring, grading and weighing. Ude (2005) revealed that some teachers do not implement scoring, grading and weighing because of negative attitudes. Findings also revealed that gender did not influence the mean ratings of the respondents on the extent they implemented scoring, grading and weighing relating to continuous assessment.

Findings in research question three indicated that business teachers' occasionally implemented the continuous assessment guidelines relating to record keeping and reporting of students' performance. This is in line with Ude (2005) who found that



business teachers in Anambra State occasionally implemented scoring, grading and weighing. Mwebaza (2016) revealed that the inability of some teachers to keep appropriate record has affected the quality of continuous assessment. Findings further revealed that gender did not influence the mean ratings of the respondents on the extent they implemented record keeping and reporting of students' performance relating to continuous assessment.

Conclusion

Based on the findings of the study, the researcher concluded that business teachers in Awka North LGA of Anambra State occasionally implemented the provisions of the continuous assessment guidelines for secondary schools in Nigeria. This level of implementation however seem not to be adequate enough if the goal of the attainment of cognitive, psychological and social development of secondary school students will be attained. It is therefore important that adequate measures are put in place to improve the level of implementation of the CA guidelines among business teachers in Awka North LGA of Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made:

Policy makers should revisit and strengthen the provisions concerning test construction, interpretation of tests and method of determining the quality of test items.

Government through the Ministry of Education and the Post Primary School Service Commission (PPSSC) should consistently organize seminars, workshops and conferences to train and retrain business teachers on the best practices of CA.

Cooperative development of CA materials should be carried both at zonal and state levels.

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